

Newport-Mesa Unified School District
Office of Secondary Curriculum and Instruction
High School Course of Study

Course Title		Latin IB SL 2AB				Course Code		G0395-G0396			
Transcript Title:	Latin IB SL 2AB			Grades Levels:	12		Board Adoption Date:		May 2014		
Content Area:	World Languages			GPA Scale:	5.0		Date Course Submitted:		March 2014		
Credential Req:			Graduation Subject Areas:		Humanities		Elective				
UC/CSU “A-G” Area Approvals:				School Site that wrote and submitted the course:				Newport Harbor High School			
Recommend Skills:											
Next course(s):	N/A										

COURSE DESCRIPTION (catalog summary):

This course is the second year of the two year Latin IB SL course. The course is basically a study of primary-source Latin Literature. IB assessment this year is in three parts: Part One is a written paper (in May) translating one of the two prescribed authors. The choices were the speeches of Cicero or The Metamorphoses of Ovid. This course will emphasize Cicero. Part Two, Genre Studies, requires students to be competent in the specified works of at least two of the genre authors from a list of five. This course will study in detail Catullus (22 poems), Vergil's Aeneid (Book IV) and the Annals of Tacitus, #14. Part Three of the IB external assessment is a student project. Students select either a research journal, an oral presentation in Latin, or an original translation into Classical Latin. During this year students will review Latin grammar, and study the history of the time period in which these selected authors wrote. Student will be required to read Latin literature aloud, and will memorize and recite passages from various authors. Students will write essays in Latin in response to specific prompts. Students enrolling in this second year course will be expected to have a thorough knowledge of the mechanics of this heavily inflected language, and to have already begun their study of the prescribed texts.

GOALS (expected performance outcomes for students):

1. Ability to understand and translate texts in the original Latin.
2. Knowledge and understanding of the primary-source documents studied within their historical, political, and cultural contexts
3. Ability to appreciate and analyze the techniques and styles of various classical texts in the original language.
4. Understanding of the implications in the texts
5. Ability to construct a clear argument supported by relevant examples in both English and Latin.

ORNI CONTENT STANDARDS (how the course aligns with California and/or national curriculum standards):

Content

Language users address a wide variety of topics that are age and stage appropriate. As students develop their ability to communicate in the target language and culture, they are able to more fully address topics that increase in complexity from stage to stage on the Language Learning Continuum.

Communication

Newport-Mesa Unified School District
Office of Secondary Curriculum and Instruction
High School Course of Study

Course Title	Latin IB SL 2AB	Course Code	G0395-G0396
--------------	-----------------	-------------	-------------

Real-world communication occurs in a variety of ways. It may be **interpersonal** in which culturally appropriate listening, reading, viewing, speaking, signing, and writing occur as a shared activity among language users. It may be **interpretive** in which language users listen, view, and read using knowledge of cultural products, practices, and perspectives. It may be **presentational** in which speaking, signing, and writing occur in culturally appropriate ways.

Cultures

Culturally appropriate language use requires the understanding of the relationship between the products a culture produces, the practices that the culture manifests, and the perspectives that underlie them. Students must acquire the ability to interact appropriately with target culture bearers in order to communicate successfully. This category allows students to make connections and comparisons between languages and cultures.

Structures

The World Language Content Standards use the term structures to capture the multiple components of grammar that learners must control in order to successfully communicate in linguistically and culturally appropriate ways. Students need to acquire **orthography**, the writing systems in languages that have them; **phonology**, the sound systems of language or parameters in ASL; **morphology**, the rules for word formation; **syntax**, the principles of sentence structure; **semantics**, language-based meaning systems; and **pragmatics**, meaning systems connected to language use.

Settings

Language users need to carry out tasks in a variety of situations representative of those they will experience in the target culture. The success of learner communication will be determined by the requirements of the situation in which the language is spoken.

EVALUATION (how the effectiveness of the course will be monitored and assessed):

INTERNAL- Administered within the context of the classroom

1. Students will be tested regularly on the subject matter of the lessons – these tests will include translations, an understanding of particular grammar points within the context of the texts, vocabulary, and writing in Latin.
2. Quizzes – Students will take regular quizzes on grammar points and vocabulary.
3. Students will be asked to recite Latin texts, both by reading aloud and by reciting from memory.

EXTERNAL –Students will be prepared for the following IB-required external assessments.

1. A three hour written exam divided into two papers
 Paper 1 – a 75 minute session in which students will translate a previously unseen text from a prescribed author.
 Paper 2 – a 90 minute session in which students will answer questions on three extracts from two different genres. Part of this assessment will be the writing of short essays in Latin.
2. Students will choose to complete one of three options:
 A – A Research Dossier
 B – An Oral Presentation
 C – A Written Composition

These student projects will be assessed by the teacher and by IB.

Newport-Mesa Unified School District
Office of Secondary Curriculum and Instruction
High School Course of Study

Course Title	<i>Latin IB SL 2AB</i>	Course Code	<i>G0395-G0396</i>
---------------------	------------------------	--------------------	--------------------

Unit 1	Length of Unit ... 3 weeks			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
[MARCUS TULLIUS CICERO Second Oration Against Catiline		Structures The World Language Content Standards use the term structures to capture the multiple components of grammar that learners must control in order to successfully communicate in linguistically and culturally appropriate ways. Students need to acquire orthography , the writing systems in languages that have them; phonology , the sound systems of language or parameters in ASL; morphology , the rules for word formation; syntax , the principles of sentence structure; semantics , language-based meaning systems; and pragmatics , meaning systems connected to language use. Settings Language users need to carry out tasks in a variety of situations representative of those they will experience in the target culture. The success of learner communication will be determined by the requirements of the situation in which the language	Classroom Drills, Mentor pair drills, Read-alouds, quizzes, chalk-talks, Oral readings of passages from Cicero	Cicero's Orations Against Catiline
Differentiation	Support for students who are struggling with the content	Content: Same Content Process: Peer mentoring in classroom "Second Chance" tests Lunch and After School Reviews Product: Better Grades		
	Extension – for high achieving students.	Content: Although this IB course will be very challenging, enriched learning opportunities will be offered to eager students in such areas as Classical Greek, Roman History and Mythology, etc Process: For those students who want to take advantage of the enriched learning opportunities		

Newport-Mesa Unified School District
Office of Secondary Curriculum and Instruction
High School Course of Study

Course Title	Latin IB SL 2AB	Course Code	G0395-G0396
--------------	-----------------	-------------	-------------

	Product: None
Evaluation	Formative Assessments (ongoing & mid-lesson): Quizzes, practice drills, Reading and Writing Assignment, Oral Presentations
	Summative Assessments (unit final evaluation): UNIT TEST Cicero's Second Oration Against Catiline – Students will translate passages, Explain various uses of grammar points, discuss the cultural context of the passages, relate passages to historical context. ORAL – Students will recite from memory a select passage from Cicero's Second Oration Against Catiline

Unit 2	Length of Unit ... 3 weeks			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
[Marcus Tullius Cicero Oration Pro Archia		Structures The World Language Content Standards use the term structures to capture the multiple components of grammar that learners must control in order to successfully communicate in linguistically and culturally appropriate ways. Students need to acquire orthography , the writing systems in languages that have them; phonology , the sound systems of language or parameters in ASL; morphology , the rules for word formation; syntax , the principles of sentence structure; semantics , language-based meaning systems; and pragmatics , meaning systems connected to language use. Settings Language users need to carry out tasks in a variety of situations representative of those they will experience in the target culture. The success of learner communication will be	Classroom Drills, Mentor pair drills, Read-alouds, quizzes, chalk-talks, Oral readings of passages from Cicero	Cicero's Orations

Newport-Mesa Unified School District
Office of Secondary Curriculum and Instruction
High School Course of Study

Course Title		Latin IB SL 2AB		Course Code	G0395-G0396
		determined by the requirements of the situation in which he language			
Differentiation	Support for students who are struggling with the content	Content: Same Content Process: Peer mentoring in classroom “Second Chance” tests Lunch and After School Reviews Product: Better Grades			
	Extension – for high achieving students.	Content: Although this IB course will be very challenging, enriched learning opportunities will be offered to eager students in such areas as Classical Greek, Roman History and Mythology, etc Process: For those students who want to take advantage of the enriched learning opportunities Product: None			
Evaluation	Formative Assessments (ongoing & mid-lesson): Quizzes, practice drills, Reading and Writing Assignment, Oral Presentations				
	Summative Assessments (unit final evaluation): UNIT TEST on Oratio Pro Archia – Students will translate passages, Explain various uses of grammar points, discuss the cultural context of the passages, relate passages to historical context.				

Unit 3	Length of Unit ... 4 weeks			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
GENRE STUDY OF LATIN POETRY Aeneas Book IV	Scansion Dactylic Hexameter Dactyl Spondee Elision	Structures The World Language Content Standards use the term structures to capture the multiple components of grammar that learners must control in order to successfully communicate in linguistically and culturally appropriate ways. Students	Classroom Drills, Mentor pair drills, Read-alouds, quizzes, chalk-talks, Oral readings of passages from Ovid	Vergil's Aeneid Book IV

Newport-Mesa Unified School District
Office of Secondary Curriculum and Instruction
High School Course of Study

Course Title	Latin IB SL 2AB		Course Code	G0395-G0396
	long and short syllables	need to acquire orthography , the writing systems in languages that have them; phonology , the sound systems of language or parameters in ASL; morphology , the rules for word formation; syntax , the principles of sentence structure; semantics , language-based meaning systems; and pragmatics , meaning systems connected to language use. Settings Language users need to carry out tasks in a variety of situations representative of those they will experience in the target culture. The success of learner communication will be determined by the requirements of the situation in which the language		
Differentiation	Support for students who are struggling with the content	Content: Same Content Process: Peer mentoring in classroom “Second Chance” tests Lunch and After School Reviews Product: Better Grades		
	Extension – for high achieving students.	Content: Although this IB course will be very challenging, enriched learning opportunities will be offered to eager students in such areas as Classical Greek, Roman History and Mythology, etc Process: For those students who want to take advantage of the enriched learning opportunities Product: None		
Evaluation	Formative Assessments (ongoing & mid-lesson): Quizzes, practice drills, Reading and Writing Assignment, Oral Presentations			

Newport-Mesa Unified School District
Office of Secondary Curriculum and Instruction
High School Course of Study

Course Title	<i>Latin IB SL 2AB</i>	Course Code	<i>G0395-G0396</i>
---------------------	------------------------	--------------------	--------------------

	Summative Assessments (unit final evaluation): UNIT TEST: Vergil's Aeneid Book IV - ORAL: Student will recite 10 lines from memory of first ten lines of Book IV.
--	--

Unit 4	Length of Unit ... 3 weeks			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
Cicero's Oratio Pro Marcelo		Structures The World Language Content Standards use the term structures to capture the multiple components of grammar that learners must control in order to successfully communicate in linguistically and culturally appropriate ways. Students need to acquire orthography , the writing systems in languages that have them; phonology , the sound systems of language or parameters in ASL; morphology , the rules for word formation; syntax , the principles of sentence structure; semantics , language-based meaning systems; and pragmatics , meaning systems connected to language use. Settings Language users need to carry out tasks in a variety of situations representative of those they will experience in the target culture. The success of learner communication will be determined by the requirements of the situation in which the language	Classroom Drills, Mentor pair drills, Read-alouds, quizzes, chalk-talks, Oral readings of passages from Cicero	Cicero's Orations
Differentiation	Support for students who are struggling with the content	Content: Same Content Process: Peer mentoring in classroom "Second Chance" tests Lunch and After School Reviews Product: Better Grades		

Newport-Mesa Unified School District
Office of Secondary Curriculum and Instruction
High School Course of Study

Course Title	Latin IB SL 2AB	Course Code	G0395-G0396
--------------	-----------------	-------------	-------------

	Extension – for high achieving students.	Content: Although this IB course will be very challenging, enriched learning opportunities will be offered to eager students in such areas as Classical Greek, Roman History and Mythology, etc Process: For those students who want to take advantage of the enriched learning opportunities Product: None
Evaluation	Formative Assessments (ongoing & mid-lesson): Quizzes, practice drills, Reading and Writing Assignment, Oral Presentations	
	Summative Assessments (unit final evaluation): UNIT TEST on Oratio Pro Marcelo – Students will translate passages, Explain various uses of grammar points, discuss the cultural context of the passages, relate passages to historical context.	

Unit 5	Length of Unit ... 3 weeks			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
[MARCUS TULLIUS CICERO Oratio Pro Murena		Structures The World Language Content Standards use the term structures to capture the multiple components of grammar that learners must control in order to successfully communicate in linguistically and culturally appropriate ways. Students need to acquire orthography , the writing systems in languages that have them; phonology , the sound systems of language or parameters in ASL; morphology , the rules for word formation; syntax , the principles of sentence structure; semantics , language-based meaning systems; and pragmatics , meaning systems connected to language use. Settings Language users need to carry out tasks in a variety of	Classroom Drills, Mentor pair drills, Read-alouds, quizzes, chalk-talks, Oral readings of passages from Cicero	Cicero's Orations

Newport-Mesa Unified School District
Office of Secondary Curriculum and Instruction
High School Course of Study

Course Title	Latin IB SL 2AB	Course Code	G0395-G0396
--------------	-----------------	-------------	-------------

		situations representative of those they will experience in the target culture. The success of learner communication will be determined by the requirements of the situation in which the language		
Differentiation	Support for students who are struggling with the content	Content: Same Content Process: Peer mentoring in classroom “Second Chance” tests Lunch and After School Reviews Product: Better Grades		
	Extension – for high achieving students.	Content: Although this IB course will be very challenging, enriched learning opportunities will be offered to eager students in such areas as Classical Greek, Roman History and Mythology, etc Process: For those students who want to take advantage of the enriched learning opportunities Product: None		
Evaluation	Formative Assessments (ongoing & mid-lesson): Quizzes, practice drills, Reading and Writing Assignment, Oral Presentations			
	Summative Assessments (unit final evaluation): UNIT TEST: Cicero’s Oratio Pro Murena ORAL: Student will recite 10 lines from memory of first ten lines of Book IV.			

Unit 6	Length of Unit ... 3 weeks			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
Genre Study of Catullus	Scansion Dactylic Hexameter Dactyl Spondee	Structures The World Language Content Standards use the term structures to capture the multiple components of grammar that learners must control in order to successfully communicate in	Classroom Drills, Mentor pair drills, Read-alouds, quizzes, chalk-talks, Oral readings of passages from Cicero	Catullus Elegiacs and Lyric poetry

Newport-Mesa Unified School District
Office of Secondary Curriculum and Instruction
High School Course of Study

Course Title		Latin IB SL 2AB		Course Code	G0395-G0396
	Elision long and short syllables	linguistically and culturally appropriate ways. Students need to acquire orthography , the writing systems in languages that have them; phonology , the sound systems of language or parameters in ASL; morphology , the rules for word formation; syntax , the principles of sentence structure; semantics , language-based meaning systems; and pragmatics , meaning systems connected to language use. Settings Language users need to carry out tasks in a variety of situations representative of those they will experience in the target culture. The success of learner communication will be determined by the requirements of the situation in which the language			
Differentiation	Support for students who are struggling with the content	Content: Same Content Process: Peer mentoring in classroom “Second Chance” tests Lunch and After School Reviews Product: Better Grades			
	Extension – for high achieving students.	Content: Although this IB course will be very challenging, enriched learning opportunities will be offered to eager students in such areas as Classical Greek, Roman History and Mythology, etc Process: For those students who want to take advantage of the enriched learning opportunities Product: None			
Evaluation	Formative Assessments (ongoing & mid-lesson): Quizzes, practice drills, Reading and Writing Assignment, Oral Presentations				

Newport-Mesa Unified School District
Office of Secondary Curriculum and Instruction
High School Course of Study

Course Title	<i>Latin IB SL 2AB</i>	Course Code	<i>G0395-G0396</i>
---------------------	------------------------	--------------------	--------------------

	Summative Assessments (unit final evaluation): SEMESTER FINAL: Cicero's Orations Against Catline (Second), Pro Purena, Pro Archias, Pro Marcelo, Aeneid Book IV, and Catullus' Elegiac and Lyric Poetry. Students will show a knowledge of scanning and metering. Students will translate passages, Explain various uses of grammar points, discuss the cultural context of the passages, relate passages to historical context.
--	---

SEMESTER TWO

Unit 7	Length of Unit ... 3 weeks			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
Cicero's Oratio Pro Annio Milone		Structures The World Language Content Standards use the term structures to capture the multiple components of grammar that learners must control in order to successfully communicate in linguistically and culturally appropriate ways. Students need to acquire orthography, the writing systems in languages that have them; phonology, the sound systems of language or parameters in ASL; morphology, the rules for word formation; syntax, the principles of sentence structure; semantics, language-based meaning systems; and pragmatics, meaning systems connected to language use. Settings Language users need to carry out tasks in a variety of situations representative of those they will experience in the target culture. The success of learner communication will be	Classroom Drills, Mentor pair drills, Read-alouds, quizzes, chalk-talks, Oral readings of passages from Ovid	Cicero's Orations

Newport-Mesa Unified School District
Office of Secondary Curriculum and Instruction
High School Course of Study

Course Title	<i>Latin IB SL 2AB</i>	Course Code	<i>G0395-G0396</i>
--------------	------------------------	-------------	--------------------

		determined by the requirements of the situation in which he language		
Differentiation	Support for students who are struggling with the content	Content: Same Content Process: Peer mentoring in classroom “Second Chance” tests Lunch and After School Reviews Product: Better Grades		
	Extension – for high achieving students.	Content: Although this IB course will be very challenging, enriched learning opportunities will be offered to eager students in such areas as Classical Greek, Roman History and Mythology, etc Process: For those students who want to take advantage of the enriched learning opportunities Product: None		
Evaluation	Formative Assessments (ongoing & mid-lesson): Quizzes, practice drills, Reading and Writing Assignment, Oral Presentations			
	Summative Assessments (unit final evaluation): UNIT TEST: Cicero’s Oration Pro Annio Milone			

Unit 8	Length of Unit ... 2 weeks			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
Student Independent Projects	Scansion Dactylic Hexameter Dactyl Spondee Elision long and short syllables	Structures The World Language Content Standards use the term structures to capture the multiple components of grammar that learners must control in order to successfully communicate in linguistically and culturally appropriate ways. Students need to acquire orthography , the writing systems in languages that have them; phonology , the sound systems of	Classroom Drills, Mentor pair drills, Read-alouds, quizzes, chalk-talks, Oral readings of passages from Cicero	

Newport-Mesa Unified School District
Office of Secondary Curriculum and Instruction
High School Course of Study

Course Title	Latin IB SL 2AB		Course Code	G0395-G0396
		language or parameters in ASL; morphology , the rules for word formation; syntax , the principles of sentence structure; semantics , language-based meaning systems; and pragmatics , meaning systems connected to language use. Settings Language users need to carry out tasks in a variety of situations representative of those they will experience in the target culture. The success of learner communication will be determined by the requirements of the situation in which the language		
Differentiation	Support for students who are struggling with the content	Content: Same Content Process: Peer mentoring in classroom “Second Chance” tests Lunch and After School Reviews Product: Better Grades		
	Extension – for high achieving students.	Content: Although this IB course will be very challenging, enriched learning opportunities will be offered to eager students in such areas as Classical Greek, Roman History and Mythology, etc Process: For those students who want to take advantage of the enriched learning opportunities Product: None		
Evaluation	Formative Assessments (ongoing & mid-lesson): Quizzes, practice drills, Reading and Writing Assignment, Oral Presentations			
	Summative Assessments (unit final evaluation): Students will work on their choice of independent evaluation – Journal, Oral Presentation, or Composition			

Newport-Mesa Unified School District
Office of Secondary Curriculum and Instruction
High School Course of Study

Course Title	<i>Latin IB SL 2AB</i>	Course Code	<i>G0395-G0396</i>
---------------------	------------------------	--------------------	--------------------

Unit 9	Length of Unit ... 3 weeks			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
Cicero's Oratio Pro Ligario		Structures The World Language Content Standards use the term structures to capture the multiple components of grammar that learners must control in order to successfully communicate in linguistically and culturally appropriate ways. Students need to acquire orthography , the writing systems in languages that have them; phonology , the sound systems of language or parameters in ASL; morphology , the rules for word formation; syntax , the principles of sentence structure; semantics , language-based meaning systems; and pragmatics , meaning systems connected to language use. Settings Language users need to carry out tasks in a variety of situations representative of those they will experience in the target culture. The success of learner communication will be determined by the requirements of the situation in which the language	Classroom Drills, Mentor pair drills, Read-alouds, quizzes, chalk-talks, Oral readings of passages from Cicero	Cicero's Orations
Differentiation	Support for students who are struggling with the content	Content: Same Content Process: Peer mentoring in classroom "Second Chance" tests Lunch and After School Reviews Product: Better Grades		
	Extension – for high achieving students.	Content: Although this IB course will be very challenging, enriched learning opportunities will be offered to eager students in such areas as Classical Greek, Roman History and Mythology, etc Process: For those students who want to take advantage of the enriched learning opportunities Product: None		

Newport-Mesa Unified School District
Office of Secondary Curriculum and Instruction
High School Course of Study

Course Title	Latin IB SL 2AB	Course Code	G0395-G0396
--------------	-----------------	-------------	-------------

Evaluation	Formative Assessments (ongoing & mid-lesson): Quizzes, practice drills, Reading and Writing Assignment, Oral Presentations	
	Summative Assessments (unit final evaluation): UNIT TEST on Oratio Pro Ligario– Students will translate passages, Explain various uses of grammar points, discuss the cultural context of the passages, relate passages to historical context.	

Unit 10	Length of Unit ... 3 weeks			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
[MARCUS TULLIUS CICERO Oratio Pro Rege Deiotaro		Structures The World Language Content Standards use the term structures to capture the multiple components of grammar that learners must control in order to successfully communicate in linguistically and culturally appropriate ways. Students need to acquire orthography , the writing systems in languages that have them; phonology , the sound systems of language or parameters in ASL; morphology , the rules for word formation; syntax , the principles of sentence structure; semantics , language-based meaning systems; and pragmatics , meaning systems connected to language use. Settings	Classroom Drills, Mentor pair drills, Read-alouds, quizzes, chalk-talks, Oral readings of passages from Cicero	Cicero's Orations

Newport-Mesa Unified School District
Office of Secondary Curriculum and Instruction
High School Course of Study

Course Title		Latin IB SL 2AB		Course Code	G0395-G0396
		Language users need to carry out tasks in a variety of situations representative of those they will experience in the target culture. The success of learner communication will be determined by the requirements of the situation in which the language			
Differentiation	Support for students who are struggling with the content	Content: Same Content Process: Peer mentoring in classroom “Second Chance” tests Lunch and After School Reviews Product: Better Grades			
	Extension – for high achieving students.	Content: Although this IB course will be very challenging, enriched learning opportunities will be offered to eager students in such areas as Classical Greek, Roman History and Mythology, etc Process: For those students who want to take advantage of the enriched learning opportunities Product: None			
Evaluation	Formative Assessments (ongoing & mid-lesson): Quizzes, practice drills, Reading and Writing Assignment, Oral Presentations				
	Summative Assessments (unit final evaluation): UNIT TEST on Oratio Pro Rege Deiotaro – Students will translate passages, Explain various uses of grammar points, discuss the cultural context of the passages, relate passages to historical context.				
	Length of Unit ... 3 weeks				
Unit 11	Length of Unit ... 3 weeks				
	Key Vocabulary	Standards (referenced)		Model Tasks	Tools / Texts
	Scansion	Structures		Classroom Drills, Mentor	

Newport-Mesa Unified School District
Office of Secondary Curriculum and Instruction
High School Course of Study

Course Title		Latin IB SL 2AB		Course Code	G0395-G0396	
Genre Study of Catullus, The Aeneid, and Tacitus	Dactylic Hexameter Dactyl Spondee Elision long and short syllables	The World Language Content Standards use the term structures to capture the multiple components of grammar that learners must control in order to successfully communicate in linguistically and culturally appropriate ways. Students need to acquire orthography , the writing systems in languages that have them; phonology , the sound systems of language or parameters in ASL; morphology , the rules for word formation; syntax , the principles of sentence structure; semantics , language-based meaning systems; and pragmatics , meaning systems connected to language use. Settings Language users need to carry out tasks in a variety of situations representative of those they will experience in the target culture. The success of learner communication will be determined by the requirements of the situation in which the language			pair drills, Read-alouds, quizzes, chalk-talks, Oral readings of passages from Cicero	Catullus Elegiacs and Lyric poetry
	Support for students who are struggling with the content	Content: Same Content Process: Peer mentoring in classroom “Second Chance” tests Lunch and After School Reviews Product: Better Grades				
Differentiation	Extension – for high achieving students.	Content: Although this IB course will be very challenging, enriched learning opportunities will be offered to eager students in such areas as Classical Greek, Roman History and Mythology, etc Process: For those students who want to take advantage of the enriched learning opportunities Product: None				

Newport-Mesa Unified School District
Office of Secondary Curriculum and Instruction
High School Course of Study

Course Title	Latin IB SL 2AB	Course Code	G0395-G0396
--------------	-----------------	-------------	-------------

Evaluation	Formative Assessments (ongoing & mid-lesson): Quizzes, practice drills, Reading and Writing Assignment, Oral Presentations
	Summative Assessments (unit final evaluation): Students will be given random selections from the three authors (Catullus, Vergil, and Tacitus) and be asked to evaluate, parse, and translate the selections. They will be expected to show an understanding of the historical context of the selection.

REVIEW FOR IB TEST (May) - Two Weeks

Unit 12	Length of Unit ... 3 weeks			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
Fun With Medieval Latin		Structures The World Language Content Standards use the term structures to capture the multiple components of grammar that learners must control in order to successfully communicate in linguistically and culturally appropriate ways. Students need to acquire orthography , the writing systems in languages that have them; phonology , the sound systems of language or parameters in ASL; morphology , the rules for word formation; syntax , the principles of sentence structure; semantics , language-based meaning systems; and pragmatics , meaning systems connected to language use. Settings Language users need to carry out tasks in a variety of situations representative of those they will experience in the target culture. The success of learner communication will be determined by the requirements of the situation in which the language	Classroom Drills, Mentor pair drills, Read-alouds, quizzes, chalk-talks, Oral readings of passages from Cicero	Various Readings, including the Magna Carta

Newport-Mesa Unified School District
Office of Secondary Curriculum and Instruction
High School Course of Study

Course Title	Latin IB SL 2AB		Course Code	G0395-G0396
Differentiation	Support for students who are struggling with the content	Content: Same Content Process: Peer mentoring in classroom “Second Chance” tests Lunch and After School Reviews Product: Better Grades		
	Extension – for high achieving students.	Content: Although this IB course will be very challenging, enriched learning opportunities will be offered to eager students in such areas as Classical Greek, Roman History and Mythology, etc Process: For those students who want to take advantage of the enriched learning opportunities Product: None		
Evaluation	Formative Assessments (ongoing & mid-lesson): Quizzes, practice drills, Reading and Writing Assignment, Oral Presentations			
	Summative Assessments (unit final evaluation): Oral Presentations on various Medieval works.			